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ABSTRACT

A response to the allegation that the University System of Georgia's use of the Regents' Test Program as a graduation requirement is discriminatory is presented. The U.S. Department of Education has alleged that the test has discriminated against students who attend the traditionally black institutions (TBIs). The Federal Government also cites the failure to provide programs to remedy the effects of past discrimination at the institutions. The status of the TBIs as senior colleges in the university system is discussed, along with the proportion of high-risk students and developmental studies programming. Data are presented on the expenditures for developmental studies and Regents' Test remediation in terms of total expenditures and cost per full-time equivalent (FTE) student at each of the 14 senior colleges. Detailed information is also provided concerning allocations per FTE student (state appropriation) for the period from 1954-1955 through 1984-1985). Approaches are outlined that are designed to enhance the quality of instruction and to improve the implementation of practices and procedures relating to the Regents' Test at the TBIs. Additional resources that will be required for implementing these approaches are also addressed. (SW)

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UNIVERSITY SYSTEM OF GEORGIA

RESPONSE TO FINDINGS OF THE OFFICE FOR CIVIL RIGHTS

THE REGENTS' TEST PROGRAM

This response has been prepared on the basis of the contents of the following documents: (1) a letter dated March 7, 1984 to Dr. Vernon Crawford, Chancellor of the University System of Georgia from Mr. William H. Thomas, Director of Region IV of the Office for Civil Rights of the United States Department of Education; (2) a "statement of findings" attached to the Thomas letter; (3) a letter dated April 3, 1984 to Dr. Crawford from Mr. Harry M. Singleton, Assistant Secretary for Civil Rights in the United States Department of Education. A further basis for the response is the substance of discussions conducted in the Washington office of Mr. Singleton on April 26, 1984 involving, in addition to Mr. Singleton, OCR staff members and representatives of the state of Georgia and the University System of Georgia.

Mr. Thomas' letter dated March 7 alleges that "the University System of Georgia has discriminated against students in the University System who attend the traditionally black institutions (TBIs), Albany State College, Fort Valley State College and Savannah State College in the University System's use of the Test as a degree requirement, while failing to provide programs to remedy the effects of past discrimination at these institutions." That letter further states that "OCR has determined that evidence is lacking to indicate that the adverse effect of the Test as a degree requirement on blacks at traditionally white institutions (TWIs) constitutes a violation of Title VI." Mr. Singleton's letter dated April 3 states that elimination of the Regents' Test is "a result that we do not seek." This response, therefore, addresses the Regents' Test only as it relates to the TBIs

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and presupposes, on the part of the Board of Regents, that the Test is a valid instrument of measurement of the skills of reading and writing. Nothing included herein should be interpreted as acceptance by the University System of Georgia of the finding of discrimination as outlined in Mr. Thomas' March 7 letter. The University System does offer a plan for improvement of Regents' Test practices and procedures and related instruction at the TBIs.

Status of the TBIs as

Senior Colleges in the University System

The University System of Georgia includes fourteen senior colleges with essentially similar missions. Three of these institutions are TBIs; eleven are TWIs. All of the senior colleges have the same basic mission - the preparation of students at the baccalaureate level. Most of these institutions offer a limited number of programs leading to the associate degree; with the exception of Southern Technical Institute and Kennesaw College, each of the colleges offers limited work at the graduate level. Within the overall mission, there are distinguishing features that differentiate individual colleges from their sister institutions. Most notably are the engineering technology thrust of Southern Technical Institute which makes that institution one of special purpose and the agricultural education thrust of Fort Valley State College as an 1890 land grant institution. There are less significant differentiating features among some of the other institutions. The basis for comparison of the TBIs is, however, the other eleven senior colleges in the System.

The Board of Regents, through the establishment of a liberal "floor" for admission to System institutions, has given access to students who, through no fault whatsoever of the Board or the University System, are from underprivileged and culturally deprived backgrounds and could not, absent remedial programs, advance themselves to a position of being able to cope

with standard college work. The very fact that such high-risk students are admitted, even though the best possible remedial efforts are provided, will lead to proportionately higher failure rates on academic measures such as the Regents' Test. The admission "floor" set by the Regents requires that an applicant submit a SAT verbal score of 250 or a SAT mathematics score of 280 or a high school grade point average of 1.8 (based on 4.0). A student admitted with such minimum credentials is required to enroll in a program of developmental studies. System institutions, by policy, are allowed to establish higher minimum admission standards.

Among the fourteen senior colleges, eight (including Albany State College and Savannah State College) will accept students with the Board established minimum qualifications. Six have set modestly higher minimum standards, including Fort Valley State College which requires a SAT verbal score of 250 or a SAT mathematics score of 280 and a 1.8 high school grade point average.

The proportion of high-risk students admitted to the senior colleges is illustrated by the following information. If the admission "floor" had been a SAT verbal score of 250 and a SAT mathematics score of 280 and a high school grade point average of 1.8 for fall quarter, 1982, a total of 4,356 entering freshman students would have been excluded from the System, including 804 students at the TBIs (52.8% of all entering freshmen at the three colleges).

In order to maximize the chances for academic success of such high-risk students, the Board of Regents mandated a developmental studies program to assist entering students in their efforts to eliminate academic deficiencies which diminish their potential to succeed in college-level courses. Each of the fourteen senior colleges offers a developmental studies program. The Regents have also adopted a policy which requires that students who have accumulated 75 quarter credit hours and who fail the Regents' Test enroll in

appropriate Regents' Test remediation courses.

The average expenditure per EFT student (defined on the basis of 60 quarter credit hours per fiscal year) in developmental studies and Regents' Test remediation at the TBIs during 1982-83 was $1,862; the average expenditure at the TWIs was $1,370. The average for all senior colleges was $1,498.

The following table provides information relating to expenditures for developmental studies and Regents' Test remediation in terms of total expenditures and cost per EFT student at each of the fourteen senior colleges.

UNIVERSITY SYSTEM OF GEORGIA
DEVELOPMENTAL STUDIES AND REGENTS' TEST REMEDIATION
COST PER EQUIVALENT FULL TIME STUDENT
FOR FISCAL YEAR 1983

Institution	Expenditures	EFT Students	Cost Per EFT Student
Albany State College	$ 332,919	229	$ 1,454
Armstrong State College	198,222	137	1,447
Augusta College	293,286	218	1,345
Columbus College	271,741	194	1,401
Fort Valley State College	388,486	206	1,886
Georgia College	218,415	147	1,486
Georgia Southern College	272,254	216	1,260
Georgia Southwestern College	222,497	138	1,612
Kennesaw College	270,698	230	1,177
North Georgia College	82,952	74	1,121
Savannah State College	477,511	209	2,285
Southern Technical Institute	172,644	98	1,762
Valdosta State College	190,053	156	1,218
West Georgia College	309,345	218	1,419

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The preceding table shows expenditures for all instruction (including mathematics) and support services offered in the developmental studies and Regents' Test remediation program. The following figures deal only with direct instructional costs (teacher salaries) for developmental studies English and reading courses. The average direct cost of such instruction per EFT student at the TBIs during the 1982-83 year was $1,284; the average direct cost at the TWIs was $1,163. The average direct cost for courses in Regents' Test remediation per EFT student at the TBIs was $1,412; the average cost at the TWIs was $1,194. The direct cost for required freshman English courses per EFT student at the TBIs was $1,293; the average cost at the TWIs was $1,220.

During 1982-83, the average class size for developmental studies English and reading courses at the TBIs was 20.0; the average class size at the TWIs was 19.4. Average class size for Regents' Test remediation courses at the TBIs was 21.9; average class size at the TWIs was 18.5. The average class size for required freshman English courses at the TBIs was 23.7; the average class size at the TWIs was 22.8.

The information provided above deals with matters specifically related to the Regents' Test issue and will be discussed futher in this response. The data, however, demonstrate that the three TBIs are essentially comparable with their sister institutions in the areas under consideration, except insofar as their student needs are greater (see discussion on page 3). In the area of overall budget support provided by the state to the TBIs, those institutions are not comparable to the other eleven senior colleges. Indeed, they hold a position of most favored status. Since 1956-57, the allocation of state funds per EFT student to the TBIs has each year exceeded the allocation to the TWIs. The 1983-84 budget includes an average per EFT student allocation to the TBIs of $5,670 (Albany State College -

$6,110; Fort Valley State College - $5,740; Savannah State College - $5,230; the average allocation to the TWIs is $3,248. The recent allocations for 1984-85 made to the institutions by the Board of Regents include an average per EFT student allocation of $5,853 to the TBIs (Albany State College -$6,320; Fort Valley State College - $5,924; Savannah State College $5,383); the average allocation to the TWIs is $3,381.

The following table provides detailed information concerning allocations per EFT student (state appropriation) for the period from 1954-55 through 1984-85.

UNIVERSITY SYSTEM OF GEORGIA
ALLOCATION PER EFT STUDENT*
STATE APPROPRIATION

Fiscal Year	Traditionally White Institutions	Traditionally Black Institutions	Albany State College	Fort Valley State College	Savannah State College
1954-55	$ 559	$ 478	$ 536	$ 450	$ 472
1955-56	541	538	590	527	520
1956-57	536	580	590	577	576
1957-58	565	700	625	776	682
1958-59	581	764	642	876	755
1959-60	618	748	588	800	824
1960-61	610	718	575	830	734
1961-62	554	757	607	874	787
1962-63	595	818	698	911	839
1963-64	625	805	696	857	854
1964-65	617	802	761	872	772
1965-66	654	852	786	882	878
1966-67	667	883	865	894	887
1967-68	839	962	910	1,031	935
1968-69	947	1,024	1,082	1,045	943
1969-70	959	974	1,008	994	921
1970-71	986	1,019	1,128	1,106	843
1971-72	1,000	1,139	1,306	1,220	896
1972-73	1,064	1,343	1,532	1,470	1,094
1973-74	1,342	1,961	2,117	2,172	1,670
1974-75	1,400	2,085	2,206	2,390	1,748
1975-76	1,337	1,838	1,859	2,252	1,514
1976-77	1,517	1,925	1,705	2,516	1,688
1977-78	1,750	2,336	2,415	2,791	1,915
1978-79	2,044	3,018	2,940	3,369	2,765
1979-80	2,523	4,080	4,084	4,168	3,994
1980-81	2,502	4,125	4,101	4,442	3,862
1981-82	2,771	4,561	4,424	5,143	4,186
1982-83	2,750	4,780	4,850	5,121	4,425
1983-84 (Budget)	3,248	5,670	6,110	5,740	5,230
1984-85 (Allocation)	3,381	5,853	6,320	5,924	5,383

* EFT Student = 60 Quarter Credit Hours

Note: Fiscal Years 1984 and 1985 include the distribution of Teacher's Retirement to Institutional budgets.

Fiscal Years 1955-57 includes Georgia College, Georgia Southern College, North Georgia College and Valdosta State College.

West Georgia College added in Fiscal Year 1958. Armstrong State College, Augusta College, and Georgia Southwestern College added in Fiscal Year 1965. Columbus College added in Fiscal Year 1968. Kennesaw College added in Fiscal Year 1979. Southern Technical Institute added in Fiscal Year 1981.
Source: Annual Reports, Fiscal Years 1955-83.

Perspective on the Regents' Test

As a Graduation Requirement

Successful completion of the Regents' Test became a requirement for graduation with an associate or baccalaureate degree from University System institutions in 1973. Based on information available, as of spring, 1982, 399 students at four-year institutions (including senior colleges and university-level institutions) had completed all requirements for graduation except the Regents' Test. Included in this total are estimates of 103 students at Savannah State College and 41 students from the University of Georgia. Since the Test became a graduation requirement in 1973, the university-level institutions (4) and the senior colleges (14) have granted 135,082 baccalaureate and associate degrees. Thus the 399 students not completing the Regents' Test requirement represent only .3% of the students actually receiving degrees. During the same period, the three TBIs granted 7,564 baccalaureate and associate degrees, with 227 students (including the estimate of 103 students at Savannah State College) not completing the Regents' Test requirement. These students represent only 3.0% of the students actually receiving degrees from the TBIs. However, they represent over half (or 57%) of all students who did not complete the Regents' Test requirements.

PLAN FOR IMPROVEMENT

REGENTS" TEST PRACTICES, PROCEDURES, AND RELATED INSTRUCTION

TBIs

It is the judgment of the Board of Regents that the foregoing demonstrates equity of treatment of the TBIs as compared to the TWIs (other senior colleges) in the University System in terms of resources provided for support of the institutions generally and of activities related to the Regents' Test specifically. The Board of Regents, however, accepts its obligation to ensure the most effective possible use of resources and the provision of academic programs of excellence at all units of the University System. The Board is especially sensitive to the needs of students admitted to the various institutions who are high risks academically. Recognizing the significant number of such students admitted to the three TBIs, the Board has authorized implementation of the following measures as the means for improving Regents' Test practicies, procedures, and related instruction at the TBIs. Some of these measures will, as applicable, be extended to all units of the System.

- For students who have accumulated at least 75 quarter credit hours and who fail the Regents' Test, each of the three TBIs will require successful completion of approximately 50 hours of classroom/writing (reading) laboratory instruction each quarter prior to the next administration of the Regents' Test. There will be ten hours of instruction per week (combination of classroom and laboratory instruction). Limited participation of students in the laboratory following administration of the Test will be encouraged until such time as the quarterly Test results are available. Students who may again fail the Test will be required to continue

in remediation courses.

This measure will be fully implemented Fall Quarter, 1984.

Implementation of this measure will ensure that students not only will receive the maximum number of hours of remedial instruction prior to retaking the part(s) of the Test that they have failed but also will have the maximum number of chances to retake the Test during the normal period of time covered by their curriculum. Fort Valley State College and Savannah State College are essentially in compliance with this provision. Hours of classroom/laboratory experiences will be increased at Albany State College from five to ten hours per week to meet the requirements of this provision. The three TBIs will not have the option of reducing the number of hours required.

It should be noted that Albany State College has experienced significant success with its existing Regents' Test Reading Remediation program. The success rate of Albany State repeaters on the reading test for the past four quarters is as follows: Spring, 1983 - 56 students, 83.9% pass; Summer, 1983 - 15 students, 40.0% pass; Fall, 1983 - 50 students, 74.0% pass; Winter, 1984 - 40 students, 72.5% pass. Among the senior colleges in the System, the pass rate at Albany State ranked first (Spring, 1983), eighth (Summer, 1983), first (Fall, 1983), and first (Winter, 1984).

° Prior to each quarterly administration of the Regents' Test, a preparation and information session will be made available to all students at the TBIs who will be taking the Test. This session will include instruction in test-taking techniques. Made available to the students will be a list of approximately 400 approved essay topics.

This measure will be fully implemented Fall Quarter, 1984.

Such sessions have been provided on an irregular basis at the three TBIs because of unavailability of staff. The sessions will be established as an integral part of the the Regents' Testing program at these institutions.

- Closer coordination will be developed between developmental studies programs and freshman English programs, especially relating to the requirements for exiting developmental studies. System-wide criteria will be developed and implemented for the local grading of exit writing samples.

This measure will be implemented at the beginning of Winter Quarter, 1985.

Student problems with reading and writing should be addressed before the students reach the point at which they are required to take the Regents' Test. The developmental studies program exists to assist students in the elimination of academic deficiencies which prevent their full admission to collegiate-level courses. Cooperation between developmental studies faculty and freshman English faculty is essential in determining the measures by which students are judged to be ready for enrollment in collegiate-level English courses. The English faculty should be involved specifically in the determination of writing skills necessary for exit from developmental studies. At Savannah State College and Albany State College, English faculty members participate in determining the criteria for and grading exit writing samples of students in developmental studies. At Fort Valley State College, developmental studies faculty determine the exit criteria. As part of the implementation of this measure, the practice at Fort Valley will be brought into line with existing practice at Albany State and Savannah State. Regents' staff,

in conjunction with the University System Academic Committee on Developmental Studies and English, will conduct a study during the Fall Quarter, 1984 to articulate the specific skills to be expected in the developmental studies exit writing sample and to develop a set of guidelines for the local grading of these writing samples. These guidelines will be made the basis System-wide for local grading of writing samples. By Fall Quarter, 1984, a committee consisting of representatives from developmental studies and English will be formed at each TBI to be charged with local coordination of the reading and writing programs and the clarification of expectations and standards for each of the applicable levels.

- A monitoring system will be developed by Regents' staff for enforcing requirements relating to the Regents' Testing Program. A major element of that system will be quarterly audits of the maintenance of procedures. The audits will be based on information available from the central computerized curriculum inventory, faculty information system, student information system as well as periodic on-site visits by Regents' staff.

  Elements of the monitoring system will be developed by July 1, 1984. The system will be in place Fall Quarter, 1984.

  Regents' staff will assist personnel at each of the TBIs in the development of effective procedures for enforcing requirements relating to the Regents' Testing Program. Specifically, these procedures will involve timely identification of students who must take the Regents' Test (initial testing may not be delayed beyond the student's having earned 60 quarter hours of degree

credit) and of students who must enroll in Regents' Test remediation courses (this requirement applies to students who have not taken and passed the Test during the quarter in which they will have earned 75 quarter hours of degree credit). Methods will be developed to ensure institutional enforcement of these regulations. The audit will be designed as an independent check on institutional implementation of procedures and enforcement of requirements. Each TBI will designate its chief academic officer as the on-campus individual responsible for local monitoring system. Regents' staff will work with the chief academic officer with regard to all matters relating to the monitoring system. During the 1984-85 academic year, Regents' staff will survey internal monitoring practices and procedures at all other System institutions and will implement centralized monitoring at the institutions where a need for such activity is identified.

- A procedure for evaluation of the effectiveness of Regents' Test remediation programs will be developed to involve personnel at both the institution (TBIs) and Regents' staff level. This evaluation will be conducted on an annual basis and will involve a review of data relating to Regents' Test remediation procedures, a critical analysis of the contents of Regents' Test remediation courses, and an analysis of the problems of students who fail the Test both as first-time examinees and as repeaters.
Specific criteria for evaluation will be developed and submitted to OCR for review and comment by December 10, 1984; the first annual evaluation will be conducted in June, 1985.

Particular program strengths at a TBI that might be identified as part of the evaluation will be shared with other TBIs and, as appropriate, with other System institutions. Strategies will be designed to address weaknesses that are identified as part of the evaluation, and the University System will provide whatever assistance is necessary to implement these strategies. The evaluation procedures developed at the TBIs could become a model for other System institutions.

- A "Writing Across the Curriculum" program will be implemented at each of the TBIs in order to provide sustained practice in writing skills developed by students in English courses. Workshops will be conducted to assist faculty at the TBIs in the development of these programs.

  Workshops will be conducted during the fall quarter, 1984. The program will be fully implemented before the end of the 1984/85 academic year.

  As part of this program, instructors in all disciplines teach the writing skills appropriate within their fields and purposefully use writing assignments, both formal and informal as means of reinforcing concepts. Course syllabi for offerings in each discipline must include provision for writing experiences. Such assignments are graded within each discipline not only on the basis of content but also on the basis of effectiveness of form. The development of writing skills becomes a responsibility integrated across disciplinary boundaries. An understanding of the necessity for mastery of such skills thereby is reinforced in the minds of students.

- Minimum guidelines will be developed for composition components of the required freshman English courses at the TBIs. These guidelines will include types of writing experiences (timed in-class essays, long-term assignments), modes of composition, and number of required writing assignments per quarter.

  Guidelines will be developed by Fall Quarter, 1984; this measure will be implemented Fall Quarter, 1984.

  Frequency of writing assignments and careful grading are keys to success in composition instruction. Students also need instruction in various writing modes, e.g. narrative, persuasive, etc. Regents' staff will work with freshman English faculty at the TBIs to develop guidelines that are standardized for the three institutions and that are in line with the results of the literature relating to effective instruction in composition.

- Fully staffed and equipped reading and writing laboratories will be developed at the TBIs with laboratory instruction required for students enrolled in Regents' Test remediation courses. The laboratories will also be available for use by students in developmental studies courses.

  This measure will be essentially implemented Fall Quarter, 1984. Complete implementation will be accomplished by no later than Fall Quarter, 1985.

  The TBIs currently have such laboratories; there are some deficiencies in staffing and equipment. Regents' staff are currently reviewing laboratory needs at the TBIs in an effort to determine specific needs and the most educationally sound approaches to meeting those needs. The results of this review will be submitted to OCR on July 30, 1984.

- A student/teacher ratio of no more than 20:1 will be the rule for

each Regents' Test remediation course. An average class size of 20 students will be maintained in the developmental studies English and reading classes. The average class size in developmental studies mathematics and freshman English courses will not be adversely impacted as the result of any steps taken to maintain the class sizes committed above.

This measure will be implemented Fall Quarter, 1984.

Implementation of this measure may require some prioritization of student enrollments in the Regents' Test remediation courses to accommodate a possible, as yet unidentified, backlog of students who have not followed the requirements of Regents' Test policy. A period of at least one year will be necessary to bring all practices and procedures with regard to Regents' Test remediation into line with established policy. However, no student who qualifies for remediation according to the Regents' guidelines will be denied full services.

SUPPORT RESOURCES

Budget

The implementation of some of the measures relating to laboratory and classroom instruction will require additional resources at the TBIs. Through a reallocation of institutional funds within the FY 1985 budget, each TBI will provide at least $50,000 for this purpose. The Board of Regents will provide a special allocation in the total amount of $150,000. These resources ($300,000) will be in the nature of continuing funding. The Office of the Governor will provide $200,000 to be utilized as a "one-time" expenditure. Therefore, total new funding for FY 1985 will be $500,000.

Control Data Corporation Contribution

Control Data Corporation has generously agreed to make available the Plato system as a major focus for Regents' Test remediation and developmental

studies instruction at the three TBIs. Control Data will provide 36 terminals (work stations) for use at the TBIs, along with support staff to assist in the training of personnel and the development of additional instructional software as needed. The value of this contribution is in excess of $150,000. The University System Computer Network will allocate staff time to work with Control Data staff in the training of TBI personnel and the development of instructional software and pay the Plato program royalties. The Network will handle all the mechanical aspects of operation. Network staff will, on a regularly scheduled basis, visit each of the TBIs to assist in the direction of the Platoprogram and in the solution of any problems that arise. Additionally, institutional faculty will have direct lines to the Network if "on-the-spot" assistance is needed. The services of the Network will require funding during FY 1985 in the amount of $125,000. This amount will be provided from overall funding ($500,000) listed above.

Review of Institutional Needs
Distribution of Additional Resources

Members of the Board of Regents' staff have completed a preliminary review of the status of instruction, faculty/staff, facilities, and administration specifically related to the Regents' Test remediation programs at the TBIs. This preliminary review indicates that the same basic needs exist at each of the institutions. There is a need at each for additional faculty, laboratory staff, and laboratory space (particularly to accommodate the Plato program) in order to implement the plan for improvement as outlined in this document. While the base of total expenditures per equivalent full-time student (FY 1983) in developmental studies and Regents' Test remediation instruction varies from Savannah State's $2,285 to Albany State's $1,454, that fact alone does not necessarily demonstrate a greater or lesser need at the separate institutions.

It may very well indicate a need for more effective utilization of the institutional resources already provided. The major goal of the plan offered herein is to improve the practices, procedures, and instruction relating to the Regents' Test. To achieve that goal, the TBIs will have to work during FY 1985 from a relatively fixed base. Since the needs at each instituion are roughly the same although the specific problems might differ (but only in degree), the additional resources committed in this document will be equally divided among the three institutions during FY 1985. In the years following FY 1985, the development of the budgets of the TBIs will receive careful and specific analysis relating to resources allocated to developmental studies and Regents' Test remediation activities. Attention will be given to ensuring not only maintenance of effort but also improvement of effort, where necessary, at each of the institutions, with internal budget adjustments effected and/or additional provision of resources made by the University System as warranted.

REPORTS ON IMPLEMENTATION

The University System will provide the following reports to the Office for Civil Rights relating to implementation of the Plan for Improvement:

July 30, 1984 - Institutional Plans for Improvement (Implementing Measures Outlined in this Document), Including FY 1985 Budgets Relating to Developmental Studies and Regents' Test Remediation Programs.

December 10, 1984 - Status Report on Implementation of Plan for Improvement To Be Prepared by Regents' Staff and Institutional Personnel.

July 1, 1985 - Report on First Year of Implementation of Plan for Improvement To Include Assessment of the Results of Each Measure Proposed. (In subsequent years, each TBI will be required to submit to the Chancellor by July 1 a report on continuing implementation of the Plan for Improvement at that institution.)

SUMMARY STATEMENT

The measures outlined above are designed to enhance the quality of instruction and to improve the implementation of practices and procedures relating to the Regents' Test at the TBIs. It must be noted that a more stringent enforcement of the provisions of Regents' Test policy relating to the time when students must take the Test and to required enrollment in Regents' Test remediation may initially result in a decrease in the student pass-rates. That decrease, if it occurs, will be countered by improvement in the quality of instruction which, following a period of adjustment, should result in improved pass-rates. While reiterating the fact that the University System generally admits many students who are academic high risks and cannot offer a guarantee of their ultimate success in collegiate-level programs, the Board of Regents, particularly through the efforts outlined above for the TBIs, will continue to provide instructional programs and services which will maximize the chance for success of these students.